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ABSTRACT

A federally funded program in English as a Second Language involving 516 North and Central American immigrants in two Maryland suburbs of Washington, D.C., is described. The instruction began in 1981 in three public schools, and had good attendance and high student motivation. The following aspects of the program are outlined and discussed: (1) outreach efforts, including a newsletter, mail and telephone contacts, and distribution of information at community locations and through community service organizations; (2) the demographic characteristics of the participants (sex, age, nationality, county of residence, employment status, trade skills, English proficiency, and formal education); (3) curriculum emphases and priorities; (4) anecdotal accounts of participant improvement; (5) agencies assisting the program; (6) participant improvement in English language skills; (7) participant improvement in life skills; (8) participant enhancement of employment status; and (9) remaining educational, occupational, and social needs. Performance objectives for five units of survival skills training and forms related to the program are appended. (MSE)

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ED238249

FINAL REPORT
ON ESL INSTRUCTION
FOR ADULT IMMIGRANTS
FROM NORTH & CENTRAL AMERICA

CONTRACT #300-81-0379

Prepared by:

SPANISH SPEAKING COMMUNITY OF MARYLAND, INC.

3/31/83

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

This is our final report on our ESL Training for Adult Immigrants from North and Central America. These classes started on November 16, 1981 and were conducted out of Montgomery Blair High School, Silver Spring, Maryland; and at Lewisdale Elementary School and Northwestern High School in Prince George's County.

Over 500 students participated in this program. Overall, they were extremely well motivated and exhibited regular attendance habits. This was expecially significant considering that we were dealing with adults. We feel that this good attendance rate is directly due to the efforts of our ESL staff. These efforts included calling daily classrolls and performing follow-up by contacting those individuals who missed two or more consecutive days of class. Also, we worked with these students in trying to resolve those problems interfering with their ability to attend classes.

Overall, this ESL program was highly successful as it helped to develop the English language skills of the participants to facilitate their gradual and successful adjustments to the demands of the new environment in American society.

On the following pages we shall illustrate how this program was implemented in terms of outreach, linkages with community resources, instructional component, and employment assistance. We have also added a section which describes the remaining educational, occupational, and social needs of the participants.

OUTREACH ACTIVITIES

One of the most important elements in successfully implementing a service-oriented program such as this was the outreach component. In order to reach the target population with news of the availability of this program, and to inform them of how they could register for classes, we established and conducted a serious and deliberate program of outreach services. We easily advanced in this area as our community-based organization has been in existence for over 15 years, and during this time, we have been continuing to develop a working relationship with all segments of our community and with the Hispanic population in particular. Because of the many established links we have within the community, and because our organization has expanded rapidly and now includes over 3,000 families, we had a variety of methods at our disposal in order to contact those in need of this program. The following illustrates some of the ways we were able to provide outreach activities:

1. As we have an official newsletter, La Prensa Hispana, with a circulation of over 3,000 issues monthly, we were able to utilize this format extensively in order to stimulate participation in the ESL program.

2. As we have already been actively assisting Hispanics, many of whom are immigrants from Central America, who have sought our help and who have utilized our extensive set of services (including social services, housing counseling, employment counseling, and referrals), we already had in our possession an extensive list which included names, phone numbers, and addresses of a large number of immigrants from this geographical area. We used this information to create a mailing list. We then, mailed information and contacted potential participants by phone in order to reach a large number of students.

3. In addition, since we do a lot of publicity concerning our activities for the Spanish speaking population in the area, we had already compiled a list of supermarkets, grocery stores, and churches who cater to this segment of the community. Thus, we distributed materials such as pamphlets and flyers in these places to attract participants to our program.

4. We contacted other community service organizations with the request that they spread the news about the availability of our program. We provided them with literature and posters so that the information concerning this ESL program could be easily and rapidly distributed.

5. We posted flyers in public libraries and other places where the target population might be, such as the Social Security Administration, Department of Motor Vehicles, among others.

6. Finally, we encouraged outreach by word-of-mouth from our participants. By providing a very good program which proved to be both practical and interesting to the participants, we were able to tap the best resource for outreach possible, the immigrants themselves. They, more than anyone, know of others who could utilize the program.

DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

The following demographic information of the 516 participants which participated on our ESL Training for Adult Immigrants from North and Central America is the result of in-depth personal interviews with the students and the analysis of data provided by the participants when they completed their registration forms, and the formal needs assessment (conducted both in English and Spanish). The following charts have been developed in order to illustrate the characteristics of this population.

Before starting this data collection, our research concerning the adult immigrants living in this area had led us to anticipate certain trends in this population. For example, we felt that persons from El Salvador and Nicaragua, because of these two countries' political turmoil, would be most representative. This was proven to be true as 298 or 58% were from these troubled countries. We also felt that the social and educational backgrounds would be different. Even the familiarity with the English language would present a wide range of levels.

Based upon the result of assessment, we learned that the participants who enrolled for this educational program came from diverse social, economic, and educational backgrounds.

Furthermore, the language of the participants were varied since it included new arrivals as well as immigrants who had been exposed to the english language previously. This led us to establish a flexible ESL curriculum which would meet the needs of all participants.

TABLE A

Student Enrollment Data

Total participants	486
Students with no data available	30
Total number of students	516

TABLE B

Personal Data

B1. Sex Distribution:

Sex	Number	Percentage
Males	294	57
Females	222	43
Total	516	100%

B2. Age Distribution:

Ages	Number	Percentage
18 - 30	258	50
31 - 40	150	29
41 & Up	41	8
No data available	67	13
Total	516	100%

B3. Nationalities of Participants:

Country	Number	Percentage
El Salvador	239	46
Nicaragua	59	12
Honduras	44	9
Guatemala	54	10
Mexico	45	9
Panama	23	4
Costa Rica	22	4
Data not available	30	6
Total	516	100%

B4. County of Residence:

County of Residence	Number	Percentage
Montgomery County	369	71
Prince George's County	142	28
District of Columbia	5	1
Total	516	100%

B5. Employment:

Employed	Number	Percentage
Yes	160	31
No	356	69
Total	516	100%

B6. Trade Skills:

Possessing Any Trade Skills	Number	Percentage
Yes	320	62
No	177	34
No data available	19	4
Total	516	100%

B7. English Proficiency:

English Proficiency	Number	Percentage
Low beginners	252	49
Beginners	119	23
Intermediates	88	17
Advance	57	11
Total	516	100%

B8. Education:

Education	Number	Percentage
1 - 5	62	12
6 - 9	201	39
10 - 12	165	32
13 & Over	88	17
Total	516	100%

NATURE OF INSTRUCTION

The ultimate goal of the ESL program for the North and Central American immigrants was to develop the English language skills of the participants to facilitate their gradual and successful adjustment to the demands of the new environment in the American society.

The language needs of this segment of the Spanish population of the Washington metropolitan area were very varied, since this group included thousands of newly arrived individuals as well as immigrants who had been exposed to the English language and the american environment for different periods of time. This diversity of the population to be served required a flexible type of ESL program with a variety of course offerings in terms of initial levels of proficiency and diversity of curriculum content. Six different levels of English proficiency were established after the preliminary assessment of all participants was completed. The content of the six classes were divided in three major areas. The most basic levels included students with no significant exposure to the English languages. The emphasis of these courses was on the achievement of survival skills to face the most pressing demands of the new environment; exchange of personal communications, shopping, emergency situations, bookkeeping, looking for appropriate housing, and job seeking skills, The intermediate levels of ESL included students who had been in the U.S.A. for one or two years and who were in need of developing English language skills needed in everyday life. Although the topics covered included some of the areas

listed in the courses of survival skills, the type of proficiency expected from the students required a more comprehensive mastery of the English language. At these levels, students were required to fill job applications, read label instructions, manage various social interactions, and handle elementary banking and credit situations. The third level of English proficiency included students who had a functional knowledge of English but wanted to develop more sophisticated job seeking skills. Vocational ESL courses were offered to these participants. The reading and writing skills developed at these levels were much more elaborated.

In addition, the instructional program offered to the North and Central American participants included the following features: 1) a variety of learning approaches, and 2) an on-going assessment procedure where instructional objectives were continuously identified and their achievement was closely monitored. Students met three of four times a week according to their levels, during four hour-sessions every night. Students were instructed in the regular classroom setting in small and large group instruction. Two weekly hours of intensive language laboratory were provided, and 30 minutes every night were spent on individualized instruction. Every instructional unit was presented in terms of competency objectives. Students were evaluated according to the degree of achievement of the identified objectives. Students who excelled in their academic progress were placed in more advanced levels.

The strength of the ESL program for North and Central Americans rested in the interaction of the different components. First, there was and there is a vital

need for this type of intensive English program. Participants were eager to learn, and most greatful for the services they were offered. Second, the trained and experienced teaching staff was most qualified to implement each one of the components of the instructional program. They have special sensitivity to the needs of the participants. Third, the availability of first class instructional material and audio-visual equipment added excitement to an already excellent program. And finally, the leadership of the program director and the expertise of the various consultants and our resource teachers contributed to make of this project unique of its kind, and exemplary in its development.

NARRATIVE ILLUSTRATING THE PARTICIPANTS IMPROVED ABILITY TO FUNCTION IN THEIR COMMUNITY

The following are individual examples of isolated instances which have illustrated to us how the participants in this ESL program have progressed in English comprehension and in their ability to function independently in American society.

1. One client, a 22 year old woman, demonstrated an ability to rapidly learn the language in our ESL Training for Adult Immigrants from North and Central America. This individual approached our organization in her quest to obtain a driver's license. She was taken to the College Park Department of Motor Vehicles and was successful in obtaining her license.

2. Another example is the case of a 27 year old male who was living by himself. He had a desire to learn the English language and enrolled in our ESL program for Adult Immigrants from North and Central America. After having attended our classes and having obtained a good degree of English proficiency, this participant started searching for a job, by himself. He was successful as he was hired by the Four Seasons Hotel in Washington, D. C.

3. Another example is the case of a 29 year old female. She had a desire to learn English and thus enrolled in our ESL classes for Adult Immigrants from North and Central America. After having attended our classes and having acquired a good degree or English proficiency, this participant started looking for a job. After a few weeks of actively looking for employment, she found a job in a building service company. Currently, she still is employed and doing quite well.

4. Another client expressed his desire to attend a University once he attained a better English proficiency. This student had been attending a University in his own country before immigrating to the United States. While attending our classes he showed himself to be extremely conscientious and possessing a well rounded education. We have been informed that he intends to enroll in Montgomery College, Silver Spring Campus for the coming Fall Semester.

5. Finally, over 46 individuals who have attended this ESL program for Adult Immigrants from North and Central America and who have obtained English proficiency through these classes have subsequently found gainful employment. We feel that the ability to find and keep gainful employment is one of the best indicators of the success of our ESL program, as this is perhaps the most fundamental and significant step in achieving self-sufficiency.

List of Agencies that assisted our organization in the implementation of our ESL Training Program for Adult Immigrants from North and Central America:

In implementing this program, the Spanish Speaking Community of Maryland, Inc. was extremely cognizant that, in order to help the participants meet a wide variety of general basic needs, as well as to develop English proficiency, it would be most important to seek and utilize outside agencies and resources. In this respect, we were extremeley fortunate in that, through prior work in assisting the community, we had already developed a large number of strong and valuable linkages with organizations, agencies, and individuals who would be of invaluable help in this endeavor. The following is a brief synopsis of the assistance that we have received from both the public and the private sector:

PUBLIC SECTOR

1. Montgomery County Public School System.

   The public school system of Montgomery county, Maryland was extremely helpful in the implementation of this program in that it extended to our organization the use of its excellent classrooms and language lab facilities at Montgomery Blair High School in Silver Spring, Maryland for a reasonable cost. Furthermore, the administration of Montgomery Blair High School was most cooperative and frequently granted us the use of their media center, auditorium, and other facilities.

2. Prince George's County Public School System.

The Prince George's County Public Schools System cooperated with our organization in much the same way as did the Montgomery county public schools. They extended to us the use of their facilities in Lewisdale Elementary School and Northwestern High School.

3. ESOL Department/Montgomery County Public School System.

This department helped us implement our instructional program by lending to our organization language lab equipment. This equipment consisted of four tape casette recorders, three language master machines, four computer 80 language machines for programmed structure and vocabulary units, forty-four headphones, and a listening center. In addition, they allowed us to use a classroom equipped with an electronic lube capable of sending two different programs to participants using wireless headphones.

In addition to the above equipment, this department also extended to us the use of select movies which were used in conjunction with the instructional program. These movies included:

- Verbs

  Shows that present, past, future tenses of regular and irregular verbs are based on the three principal parts, and knowing these parts, makes it easier to use verbs correctly.

- Job Interview: Whom Would You Hire

  A vocational guidance film which uses dramatized situations in discussing jobs and advancement.

- Work Means

  Shows how work has different meanings for people. Examines the significance of work for the development of individuals and society.

- Grammar: Verbs and Ways We Use Them

  Teaches the essentials of verb forms and what verbs do in sentences. Action and state of being, transitive and intransitive, active and passive voice; indicative, subjunctive, and imperative moods, tense and the principal parts of the verbs are covered.

- Brazil Hoy

  Is a documentary of what is transpiring currently in Brazil. It illustrates the economic development of this nation.

- Peru: The Ancient Peru

  It illustrates the great Inca civilization and all of its achievements.

4. Montgomery County Libraries (Long Branch)

The Long Branch library opened its facilities to our organization in order that we could conduct a job fair which, although it was opened to the entire community, it benefited many of our students. This job fair took place at the Long Branch Library located at 8800 Garland Avenue, Silver Spring, Maryland on Wednesday June 16, 1982 from 10:00 a.m. to 4:00 p.m. Over 35 employers participated. This event was considered to be helpful by most of the participants, as they received pertinent information. Included among the employers that participated were the following:

MINKOFF COMPANY, INC.
5223 River Road
Bethesda, MD 20816

Contact Person: Ms. Donna Wade
Office Manager

PEOPLES DRUG STORE
6315 Bren Mar Drive
Alexandria, VA 22312

Contact Person: Mr. Donald Crowther
Personnel Representative

PRIVATE INDUSTRY COUNCIL
OF PRINCE GEORGE's COUNTY
9171 Central Avenue
3rd FLOOR
Capitol Heights, MD 20027

Contact Person: Mr. Burton Oliver
Director

SYSTEM CORPORATION OF AMERICA
4733 Bethesda Avenue, SUITE 804
Bethesda, MD 20816

Contact Person: Ms. Susan Kopperk
President

VIRGINIA CLEANERS
6505 Byrnes Drive
McLean, VA 22101

Contact Person: Mr. Peter Motyka
President

WASHINGTON METROPOLITAN AREA
TRANSIT AUTHORITY
600 5th Street, N.W.
Washington, D. C. 20001

Contact Person: Mr. Chris Rodriguez
Hispanic Coordinator

5. Montgomery and Prince George's Departments of Social Services

We have worked closely with the Department of Social Services of both the Montgomery and Prince George's counties and have been successful in obtaining public assistance for those participants who qualified. Furthermore, our organization provided assistance in filling out application forms and provided transportation to our clients back and forth from appointments.

6. Department of Family Services - Montgomery County

The Department of Family Services in both Montgomery and Prince George's counties have assisted many participants of our ESL instructional program who qualified for assistance. For instance, applicants in need can secure money through this department in order to pay for the first month's rent on an apartment. We were gratified by the invaluable help given to us by this department in meeting the needs of many of our clients.

7. Department of Health Services

The departments of Health Services of Montgomery and Prince George's counties offer excellent services through their free clinic program which offer health screening, health care counseling, family planning, psychological aid and counseling, well baby clinics and pre-natal, as well as many other health-related services, all at little or no cost to the needy.

8. Maryland State Employment Agency/Wheaton Branch

We developed a cooperative effort between our organization and the Wheaton Branch of the Maryland State Employment by which we combined our resources in order to extend our search for employment opportunities for the needy.

The Director of this office, Mr. Linninger, has generously extended to us the use of his resources in order to provide job search services to our clients and to the participants of our ESL Training for Adult Immigrants from North and Central America.

PRIVATE SECTOR

1. Presentation from Dr. Lado.

Dr. Lado, professor emeritus at Georgetown University in Washington, D. C. and world-reknown instructor in linguistics, provided a seminar to our ESL students at Montgomery Blair High School. At this seminar, Dr. Lado described the steps necessary in learning a foreign language and related his own personal experience in learning English as a second language when he first arrived to the United States. This presentation was enthusiastically received by all who participated. A brief question and answer period followed the presentation.

2. Presentation by Representatives of Alcoholic Anonymous

Another special seminar featured Ms. Oyos, a representative of Alcoholic Anonymous. Ms. Oyos described the dangers inherent to alcohol and drug dependancy and described her personal history in her fight against alcoholism. This presentation was well received by the students, who participated in a brief question and answer period at the end of the seminar.

3. Maryland University - Language Department

Ms. Rentz, chairman of undergraduate Spanish classes at the University of Maryland, College Park Campus was extremely helpful and cooperative to our

ESL programs. Because of her assistance, we were able to recruit language and education students as teacher's aides.

4. Human Relations Commission

Representatives of the Human Relations Commission made a presentation to our students concerning their civil rights and what steps are available to individuals who feel that their rights have been infringed. This was a very interesting presentation as it provided information as to the creation of the commission, and what is the extent of their authority.

5. Employers

One important community resource that was utilized during our ESL Training for Adult Immigrants from North and Central America, were the employers that made themselves available to us through our job bank and were willing to hire our clients. In fact, we devoted much of our energies and resources in developing a good working relationship with these employers. Some of these employers included:

ARA Cafeteria
1000 Kentsdale Road
Potomac, MD

AFFORD BUILDING MAINTENANCE CO.
7411 Riggs Road
Hyattsville, MD 20783

IBM CORPORATION
18100 Frederick Pike
Gaithersburg, MD 20879

CASSIDY CLEANERS
11510 Georgia Avenue
SUITE 230
Wheaton, MD 20902

MARYLAND NATIONAL BANK
6921 Arlington Road
Bethesda, MD 20814

QUALITY CARE
721 Ellsworth Drive
Silver Spring, MD 20910

MARYLAND NATIONAL BANK
8400 Baltimore Boulevard
College Park, MD 20740

PEOPLES DRUG STORE
6315 Bren Mar Drive
Alexandria, VA 22312

MINKOFF COMPANY
5223 River Road
Bethesda, MD 20816

SYSTEMS CORPORATION
4733 Bethesda Avenue
SUITE 804
Bethesda, MD 20816

WESTINGHOUSE ELECTRIC CORPORATION
5541 Nicholson Lane
Rockville, MD 20852

CITIZENS BANK
6200 Baltimore Boulevard
Riverdale, MD 20740

EVANSHOW COMPANY, INC.
10507 Saint Paul Street
Kensington, MD 20795

MARYLAND NATIONAL CAPITAL
Park & Planning Commission
8787 Georgia Avenue
Silver Spring, MD 20910

MONTGOMERY GENERAL HOSPITAL
18101 Prince Phillip Drive
Olney, MD 20852

R. E. TULL & SONS, INC.
7800 Airport Road
Gaithersburg, MD 20760

AUTOMATION INDUSTRIES, INC.
Vitro Laboratories Division
14000 Georgia Avenue
Silver Spring, MD 20910

SIBLEY MEMORIAL HOSPITAL
5255 Loughboro Road, N.W.
Washington, D. C. 20016

RAMADA INN
1251 W. Montgomery Avenue
Rockville, MD 20850

HOMEMAKER HEALTH AIDE SERVICE
1234 Massachusetts Avenue, N.W.
Washington, D. C. 20005

MARRIOTT HOTEL CORPORATION
One Marriott Drive
Washington, D. C. 20053

WATKINS JOHNSON COMPANY
700 Quince Orchard Road
Gaithersburg, MD 20760

COMPUTER SCIENCE CORPORATION
System Science Division
8728 Colesville Road
Silver Spring, MD 20910

BEST WESTERN MARYLAND INN
3601 Baltimore Avenue
College Park, MD 20740

CHESAPEAKE & POTOMAC TELEPHONE CO.
930 H Street, N.W.
Washington, D. C. 20001

CORREA GENERAL CONTRACTORS
422 N Stonestreet Avenue
Rockville, MD 20850

EG & G WASHINGTON ANALYTICAL SERVICES CENTER
2150 Fields Road
Rocville, MD 20850

HECHINGER COMPANY
University Blvd. & Riggs Road
Langley Park, MD 20783

VICTOR CONCRETE
5108 College Avenue
College Park, MD 20812

ARVE CONSTRUCTION
6101 Executive Blvd.
Rockville, MD 20850

DART DRUG
3301 Pennsylvania Drive
Landover, MD

HOWARD JOHNSON's MOTEL
One Second Street
Laurel, MD 20707

RAMADA INN
5910 Prince Garden Parkway
Lanham, MD 20801

6. Outreach Assistance

We were fortunate in that a large number of private companies made themselves available to assist us in our outreach activities. Without the assistance afforded to us by private organizations, businesses, and individuals, it would have been impossible to successfully contact and recruit the large number of eligible participants who attended this program. The following list include some of the private organizations which assisted in this endeavor: Spanish American Caucus, Spanish Fiesta, and the Bolivian National Association.

PARTICIPANTS WHO IMPROVED COMPETENCIES IN THE FOUR ENGLISH LANGUAGE SKILLS

Upon the completion of this ESL and Life Skills Training program for Adult Immigrants from North and Central America, we have determined that over 70 percent of the participants have demonstrated improvement in the four major areas of English (reading, writing, speaking, and listening.)

The progress of the participants was measured by thorough comparison of pre and post test and through documentation that objectives described in each unit were achieved. Examples of unit objectives are included in the appendix. These determinations were supplemented by such findings as the instructors' impression of improved English proficiency and comprehension through group discussion and individual conversations, in English with the students.

Participants who obtained or improved competencies in Life Skills.

This ESL program for Adult Immigrants from North and Central America recognized the need to instruct the immigrants in the basic social skills necessary in order for them to function in American society, and to guide them in order to further career and employment opportunities. By combining these tasks within the classroom environment, the immigrant ability to advance both socially and within the context of finding gainful employment was increased.

In order to accomplish this goal, the content of every unit was based upon the acquisition of basic survival skills. Moreover, the criteria used to select and divide the content of these courses by levels was the urgency of the needs to be addressed. (Please refer to pages 8 and 9; also page 25.) Obviously, arrangements for housing and application for a social security number took precedence over less pressing matters such as using mail-order catalogs or registering to vote. Seasonal common needs such as income tax forms and yearly immigration forms were addressed at those times. Individual needs of participants were served on an individual basis by the project staff. The teaching approach was bilingual. For example, concepts were explained in Spanish, while in the use of routine class oral exchange there was a deliberate trend to increase the use of English. The tests and instructional materials were bilingual.

The following areas were covered in our survival instruction:

- Looking for housing
- Programs of social assistance
- Looking for a job
- Working hours and pay

- Buying food and clothing
- Adult Education
- Telephone Directory
- U.S. culture and areas of contrast with Hispanic culture
- Bank accounts
- Income taxes
- Payroll taxes
- Local map reading
- Public transportation system
- (Immigration laws)
- Landlord/tenant responsibilities
- Other Hispanics in the community
- Citizens' responsibilities

Overall our survival classes were extremely successful as over 70 percent of the participants obtained or improved competencies in everyday life skills such as: consumer economics, looking for employment, looking for housing, understanding public transportation, and using community resources.

Participants who enhanced their employment status.

The primary goal of our ESL program was not only to provide general English as a second language instruction to our participants, but to specifically provide our clients with the essential skills and to provide any necessary direction or assistance in their attempts to find employment and to otherwise attain self-sufficiency. We are certain that we were successful as over 46 individuals who attended this ESL program have found employment.

The employment services extended through this program included the following:

1. Development of a job bank.
2. Client intake-needs assessment.
3. Client employment counseling.
4. Job referrals.
5. Follow-up services.

What follows is a special description of these services:

1. Development of a Job Bank - In order to ensure that clients were referred to suitable jobs, our organization made a large number of contacts with individual employers. Our goal was to identify a large number of qualified employers who were willing to hire our clients. We contacted the employers and explained the advantages of hiring persons who were receiving public assistance. For example, the targeted job tax credit gives employers a substantial tax saving when they hire economically disadvantaged individuals.

2. Client Needs Assessment - After a client came to our office, a thorough assessment of the employment needs of the client was made. This assessment usually covered the following areas:
   - Intellectual capability
   - Affective interest
   - SKills possessed
   - English skills proficiency
   - Socioeconomic condition

3. Client Employment Counseling - The basic function of employment counseling as conceived by the Spanish Speaking Community of Maryland, Inc. is to strengthen the employability of our clients by a two fold process.
   - We try to increase the positive self concept on the part of the client. Cultural shock and the lack of English proficiency has contributed to make a number of our clients lower their expectations and the perception they have of their own abilities. Counseling is aimed at improving this condition.
   - Help the client take a hard and realistic look at their own capabilities by conducting an inventory of skills, knowledge, and attitudes. The following content areas were included in the general instructional ESL program and were re-inforced through our employment services:
     . Job related items such as unemployment insurance, health benefits, social security, and income taxes, etc.
     . How to prepare a resume.
     . Completing job applications.
     . How to get ready for a job interview.

. The job interview as it pertains to items such as:

- punctuality
- attitude
- dress
- the interview itself, how to sell yourself.

4. Job Referrals - As soon as the counselor assessed the abilities of a client, a search was made through the job bank in order to find employers who were in need for employees with the skills the client in question could provide Should the client be unsuccessful in applying for employment with the potential employers we refered him to, a new search was conducted. At no time is a client turned away because he/she has been unsuccessful at finding employment. After providing the client with a job referral, the counselor calls the employer, advising him/her that we would like to refer a client for a job interview. After scheduling the interview, for those in need, we provided transportation to and from the interview and helped him fill the application forms.

5. Follow-up Services - Referring clients to appropriate jobs is, for the Spanish Speaking Community of Maryland, Inc. only part of the services we provide. Our ultimate objective is to place clients in long term positions. In order to accomplish this, we provided intensive follow-up services to the client for the first three months after being offered a position. This was essential as many times minor problems, if left unattended, can develop into serious problems that could lead to termination. By providing follow-up services we can ascertain how our client was performing his duties and discover

if there were any problems that should be addressed. Follow-up services also included assisting the client in determining transportation routes, attending orientation sessions, etc.

Description of Remaining Educational, Occupational, and Social Needs.

Much has been accomplished in this program by the more than 500 Mexican and Central American immigrants who participated in it. Previous sections of this final report document these achievements. The Spanish Speaking Community of Maryland, Inc. is convinced that the goals and objectives of this project were fully met as English language skills were raised to the levels we had forseen in our original proposal.

This is the case, as we have ample evidence in the increased ability of our graduates to seek and secure employment, a substantial reduction in this need for assistance from social service networks and their indication to our staff that they feel increasingly confident in utilizing the new language they have acquired for every day affairs (shopping, acquisition of information, utilization of community resources, etc.) Still, we have no illusions that, very useful as this program was, we have been able to satisfy all the basic educational (or other social) needs which are not being met for both our students and the Hispanic population that we serve as well. On this section of the final report, we will address these two areas.

UNMET NEEDS OF PROGRAM PARTICIPANTS

As evidenced by the testimony of our graduates to the program staff as well as their continuing participation in other activities of our organization, this

program, although a positive and valuable start, can only be considered the beginning of a long process in the total integration of its participants to American society.

- Continuing ESL Classes

  Four hundred and sixty hours of training could not have made our participants fully fluent in English. At this time, approximately 400 participants (84 percent of the total) need to continue their study of English. Many of them have indicated their willingness to continue attending classes. We estimate that in fact, we could recruit a minimum of 350 of the current participants should the program continue to be offered.

- Employment Skills Training

  One of the main difficulty Hispanics encounter in the United States is finding any job that will match their training. This is a matter not of intrinsic inferiority on their part but rather cultural disonance and the lack of skills needed to confront the process of job search, application, interviewing, etc. in the American context. Time after time we have seen a perfectly qualified participant been unable to secure a job because he or she did not know how to apply, conduct himself or herself in an interview, be punctual, etc. What they need is a short and practical training program in employability skills that will enable them to compete in the job market in a fair and equitable fashion. In view of the relatively large number (see Table B2) of younger --under 30-- participants, this is particularly important as these skills will result in increased income and productivity for many years in families and individuals who can be expected to remain for a long time in our

community. This is also a significant need in view of the fact that 356 or 69% participants are unemployed and that, among the 160 officialy employed we estimate tha 50 or 31% were underemployed.

- High School Equivalency

American educational and employment practices make it a pre-condition for advancement the possession of a High School diploma. This is not true in Central America or Mexico where High School is usually considered a preparation for a university education and does not relate to the possession of permits or licenses nor is normally a question asked in job interviews or applications. We conducted an informal poll among the participants in our program and determined that many of them, 263 (51%) did not possess a High School diploma in their country of origin. An even larger proportion, 460 (90%), did not have an American diploma. It is obvious that there is need for a High School Equivalency Diploma (GED) program for these individuals. The state of Maryland offers ample opportunity for people in need of a GED to take a qualifying examination. Unfortunately, no classes are currently available for our graduates.

- Job Training

A total of 177 of our participants did not have specific job skills. Many of those who indicated that they had such skills (320) are trained in fields that cannot be transferred to the U.S. job market (e.g. hand cigar making, teaching, etc.) either because in the United States there are no jobs available in their fields or because their trade require certificates they cannot acquire in practice. In many ways, this accounts for the high rate of

unemployment (69%) and underemployment (31%) among our participants. This situation would obviously be alleviated by a job traning program related specifically to the local labor market.

- Family Training

The majority of the participants (80%) were men and women under forty. These are individuals who have or can be expected to have children within the relative near future. One of the most serious problems foreigners in this situation face is their lack of understanding for American culture, values, educational requirements, etc. to which their children are subjected. Many of these people remain in closed ethnic clusters where they do not have the contacts which would increase their cultural awareness. The result of this lack of cultural sensitivity is undue to family stress, increased divorce, and considerable alienation on the part of the younger members of the family. This is a major contributor to school absenteeism, youth crime, and drug abuse. A program of cultural sensitization or another mechanism which would achieve the same results would greatly contribute to remedy this situation.

- Other Social Needs

Inasmuch as we have completed an educational program, we have concentrated on educational needs of the program participants. The reader should not conclude that these are the only social needs of these individuals. As it has been the case with previous immigrants, Mexicans and Central Americans who have recently arrived in Maryland are passing through a period of adjustment that can only be expected to last years. The increasing complexity and technological demands of american society in the last quarter of the Twentieth

Century as well as recent cuts in federally funded services make this process more painful, longer in duration, and potentially damaging for years to come. Considerable social maladjustments show this to be true. At the same time, unmet social needs serve as symptoms of the underlying malady. Needs in the following areas exemplify our contention:

- Housing - A substantial number of our participants reside in substandard housing or confront repeated problems with their landlords.

- Employment - The unemployment rate of our participants (69%) is substantially larger than that of the rest of the population. This shows the urgent need for a jobs search program.

- Information - One of the problems of the Hispanic community of Maryland, and our participants in particular, is the need to overcome a serious isolation in terms of sources of information. In this area, there are no local means of social communication.

- Civic Awareness - Full participation in American Society requires the benefits of American citizenship, the franchise, etc., Most of our participants, although implicitly intending to become Americans in the complete sense of this term, lack the avenue for achieving their aspiration. There is a need to provide them civic awareness and help them become completely integrated in our socio-political processes.

The reader is advised that this list represents a sample of existing needs and should not be considered exhaustive.

UNMET NEEDS OF THE POPULATION AT LARGE

Since we commenced this program, many Mexican and Central Americans have arrived at Montgomery County and Prince George's County. Continuing economic and social dislocation account for this phenomenon. Additionally, we estimate that 2,000 adults (over 18 years of age) Central Americans and Mexicans elegible to participate in the program when we commenced in fact did not register for it. We estimate that, of a total combined adult Hispanic population of Prince George's and Montgomery counties of 54,000 persons, no less than 3,500 are Mexicans and Central Americans who would be eligible and in need of a program such as the one we have completed. The first condition for newly arrived immigrants to America is to learn English. We thus, perceive as a need of these 3,500 Mexicans and Central Americans a repetition of the program we have just concluded.

In addition, of course, the needs we outlined above for the program participants are even more present in the Mexicans and Central Americans who did not participate in this program. One of the main objectives of the Spanish Speaking Community of Maryland, Inc. is to facilitate the integration of Hispanics to the United States. The satisfaction of these needs would greatly contribute to this goal.

APPENDIX

PERFORMANCE OBJECTIVES

Unit 1 Level_____

Student_____ Evaluator_____

Level Code- NAA-Not At all
PA-Partial Achievement (50% to 75% accuracy)
A-Achieved (more than 75% accuracy)

Objective	Level of Performance		
	NAA	PA	A
A. PERSONAL INFORMATION			
1. Give, upon request, self-identification and personal information, including:			
name			
address			
telephone number			
place of birth			
Social Security #			
nationality			
education			
marital status			
occupation			
2. Fill out simple forms			
3. Give and respond to simple greetings			
4. Make and respond to simple introductions			
B. STATES OF BEING/FEELING			
Express feelings and states of being.			
C. FAMILY RELATIONSHIPS			
Identify members of the immediate and extended family.			

Objective	Level of Performance		
	NAA	PA	A
D. TELLING TIME			
1. Tell time in munutes and hours.			
2. Identify periods of time in days, months, and years.			
E. TELEPHONE COMMUNICATIONS			
1. Dial given numbers			
2. Answer incoming calls.			
3. Take simple messages.			

Additional Objectives

1. Use and respond to polite expressions.			
2. Utilize the telephone and telephone directory for for all types of local and long distance calls.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

ESL Training for Cuban Refugees

SURVIVAL SKILLS

PERFORMANCE OBJECTIVES

Unit 2 Level_____

Student _____ Evaluator _____

Level Code: NAA - Not At All
PA - Partial Achievement (50% to 75% accuracy)
A - Achieved (more than 75% accuracy)

Objective	Level of Performance		
	NAA	PA	A
A. Shopping for Food			
1. Identify common foods.			
2. Ask for and locate food.			
3. Identify merchandise container and size.			
4. Use expressions of quantity (examples: a lot of...many...few...			
5. Demonstrate the use of common tables of weights and measurements (examples: a loaf...a bottle of...etc.)			
6. Give the price per unit and compute prices for various units.			
7. Use expressions in order to select and buy merchandise, (examples: I need, etc.			
8. Can exchange unsatisfactory merchandise using appropriate expressions (examples: too big...too small...doesn't work)			
9. Differentiates between types of food stores (24 hours, discount, suppermarket).			
10. Read food adds in local newspapers.			
11. Read labels on food containers.			
12. Write list of necessary food items for own consumption.			
B. Money and Change			
1. Recognize and compute the values of coins and bills.			
2. Can ask for change and give change.			
3. Use expressions to cash a check.			
4. Can sign own name to endorse a check.			
5. Use expressions related to basic bank operation (I need to open a savings account...I need to make a deposit...etc			
6. Can write checks and money orders.			

Objectives	Level of Performance		
	NAA	PA	A
C. Eating Out			
1. Identify different types of food at local fast food places.			
2. May place an order at a fast food restaurant			
3. May place an order at a regular restaurant.			
4. Uses expressions related to paying the bill and tipping.			
5. Reads menu in fast food restaurant.			
6. Reads menu selected items in a dinner menu.			
D. Additional Objectives			
1.			
2.			
3.			
4.			
5.			

ESL Training For Cuban Refugees

· SURVIVAL SKILLS

PERFORMANCE OBJECTIVES

Unit 3 Level_____

Student_____ Evaluator_____

Level Code: NAA - Not At All
PA - Partial Achievement (50 to 75 Accuracy)
A - Achieved (more than 75 accuracy)

Objectives	Level of Performance		
	NAA	PA	A
A. PARTS OF THE BODY			
1. Identify parts of the body			
2. Express orally common health problems: I have a headache...an infection..I have a cold...I am sick...			
3. Express orally health phrases using the past tense of the verb To Be: I was sick...you were sick...etc.			
4. Ask questions about health problems in present and past tense such as: What's the matter?...What's the problem?			
5. Produce oral expressions related to health given a clue in a picture.			
6. Make medical appointment for oneself or for a relatvie stating problem, time, and date.			
7. Make dental appointment for oneself or for a relative stating problem, time, and date.			
8. Exchange initial oral exchange needed in a doctor's visit.			
9. Recognize names of common illnesses.			
10. Fill out basic medical forms			
11. Express body temperature using farenheit thermometer units.			
12. Understand oral directions related to medicine dosages indicated in prescriptions.			
13. Follow written directions for administering dosages of medical prescriptions.			
14. Recognize common expressions related to the names and uses of common drups: aspirin, syrups, drops, lozenges, etc.			
15. Make emergency calls to operator, police, fire department, ambulance.			
16. Identify and articulate numbers of emergency telephones in Montgomery County.			

ESL Training For Cuban Refugees

SURVIVAL SKILLS

PERFORMANCE OBJECTIVES - UNIT 4

Student_____ Evaluator_____

Level Code: NAA - Not At All
PA - Partial Achievement (50% to 75% accuracy)
A - Achieved (More Than 75% accuracy)

Objectives	Level of Performance		
	NAA	PA	A
A. Local Transportation			
1. Understand adverbial phrases related to expressions of location, including - away from...around the corner... miles away...near...etc.			
2. Use the expressions listed in 1 above, in oral communication.			
3. Understand expressions related to traffic: cross...walk.. don't walk...at the corner...green light...pedeatrian crossing...yellow light...red light...it's dangerous.			
4. Read expressions listed above in 3.			
5. Understand expressions used in Public transportation.			
6. Exchange initial oral conversation needed to use public transportation.			
7. Ask for directions to go to different places.			
8. Use city buses to travel needs.			
9. Understand 3 to 5 sequential phrases related to directions.			
10. Use a taxi when is needed. Express phrases related to show how to take a taxi and give the taxi driver basic instructions.			
11. Make a telephone call to call a taxi.			
12. Understand local bus schedules.			
13. Understand instructions to use the metro.			
14. Understand expressions related to basic parts of a car.			
15. Expresses orally basic sentences related to the gas station.			
16. Reads road signs.			
17.			

Objectives	Level of Performances		
	NAA	PA	A
B. Out-Of-Town Transportation			
1. Use oral expressions to buy a bus ticket to a designated city.			
2. Differentiate between one-way and round-trip ticket.			
3. Check and tag baggage.			

ESL TRAINING FOR CUBAN REFUGEES

Survival Skills

Performance objectives

Unit 6 , Level _____

Student : _____ Evaluator _____

Level Code: NAA = Not At All
PA = Partial achievement (50% to 75% accuracy)
A = Achieved (More than 75% accuracy)

OBJECTIVES	Level of Performance		
	NAA	PA	A
1. Identify Articles of clothing			
2. Use expression related to wearing clothes: It fits, loose, tight.			
3. Speak of articles of clothing in terms of size			
4. Use colors in reference to articles of clothing			
5. Use of prices in reference to articles of clothing			
6. Understand expressions related to washing and dry cleaning: Hand wash, dry clean, twist, wring.			
7. Use expressions above in washing instructions			
8. Read short instructions related to washing or dry-cleaning			
9. Understand usage of expression related to ways of paying: cash, check, charge.			
10. Exchange initial oral conversation related to buying clothes			

ESL TRAINING FOR CUBAN REFUGEES

PERFORMANCE OBJECTIVES

UNIT 7

STUDENT _____ EVALUATOR _____

Level Code: NAA = Not At All
PA = Partial Achievement (50% to 75% Accuracy)
A = Achieved (More than 75% accuracy)

OBJECTIVES	LEVEL OF Performance		
	NAA	PA	A
1. Identify from hearing and reading vocabulary related to jobs: presser, drycleaner, mechanic, welder, cook, helper, clerk, receptionist, custodian			
2. Read samples of help wanted ads			
3. Recognize and use various sources to identify job opportunites: friends, employment agencies, personnel inquiries, radio			
4. Identify and use words related to job searching: application, references, status, experience, qualifications, employment, current, interview, examination, appointment, resume, part-time, full time over-time			
5. Read and respond to questions that may used over the phone to make an appointment for an interview.			
6. Read and respond orally to questions that may be asked in a job interview situation.			
7. Ask and answer questions related to duties, hours, salary, fringe benefits.			
8. Answer questions related to personal background, education, experience.			
9. Discuss suggestions referred to the need to present a positive image: dress, posture body language, general attitude.			
10. Complete a job application form.			

Spanish Speaking Community of Maryland, Inc.
Certificate of Award
In Recognition of
for completion of a nine-week program
of English Instruction. Level
Date
Teacher
Coordinator
Director

SPANISH SPEAKING COMMUNITY OF MARYLAND, INC.

English Program

1983

BLAIR HIGH SCHOOL

PROGRAM

1. Invocation - Rev. Antonio López
2. Song - Rev. Saúl Orlando López
3. Presentation of the group Corbán
4. Opening Remarks - Mr. Emilio Perche Rivas
5. Awards Presentation
6. Francisca Peña - Song --Suavemente--
7. Ramona Rodríguez & Rolando Liriano - Dance --El Comejen--
8. Mariano López - Songs
   . Gato en la Oscuridad
   . Pupurrí de canciones latinas
9. Cory Quan & Ernesto Cruz - Songs
   . Mi Plegaria
   . Te voy a enseñar a querer
10. Los Diamantes de América
    under the direction of
    Carlos R. Mijangos

Presiding: Pedro Téllez